

## INTRODUCTION

On January 9, 1954, eighty-nine representatives from thirteen different New England college radio stations gathered at Amherst College to discuss problems common to college radio stations as a whole. The discussions were channeled into five major topics, these being, business, general station problems, programming, networks, and technical. An informal discussion concerning the problem of college television broadcasting was also held.

The following pages represent the sum total of these discussions. Being informal, there were no formal notes taken at the television panel. As you will see the form of the different reports varies according to the manner in which the individual panel secretaries submitted their reports. Form notwithstanding, we hope <sup>each</sup> presents to the reader a clear summary of the respective discussion.

We wish to thank the many stations who have sent us notes since the conference. We sincerely hope that this conference has not been the last of its kind. In an expanding field such as college radio, we feel there will always be a need for the solution and discussion of common problems. It might be very fruitful, then, if such a meeting might become an annual affair. The nature of college radio being what it is, there are always new personnel assuming the roles of responsibility in the individual station. The experience gained by one set of officers cannot always be passed on to the next set. Therefore, through a conference such as this, the new men and/or women may be helped in their quest for good broadcasting and quality. We would be very interested in hearing from any of you who attended this year's meeting or anyone else who would be interested in attending such a meeting next year. If a definite date could be set well in advance, many of the problems which faced this year's committee might be overcome more easily. The prime example of this is in securing an outstanding speaker. This year we could not obtain one because the men approached were engaged far in advance and could not cope with our short notice.

We cannot speculate as to the real success of the discussions, for each individual station, being at its own stage of development, has its own individual problems. We only hope that we did succeed in helping some of you and thank those of you who did the helping.

*Michael Aronchick*  
Michael Aronchick  
Chairman, Conference Committee  
WAMF, Amherst College

( Additional copies of this report are available on request.  
Mail such requests to Michael Aronchick, Conference  
Committee, WAMF, Amherst College, Amherst, Massachusetts.)



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## GENERAL STATION PROBLEMS

Moderator:  
Robert Hodgen  
Station Manager, WAMF 1953-1954

With twelve stations represented the session on general station problems started with a discussion of hierarchical organization. In general, each station was found to be governed by an executive board or council of some sort with little faculty control in most cases. These stations seemed to be organized along two major lines-- those who function as replicas of commercial radio stations and those who operate as clubs. The former usually have a more or less self-perpetuating hierarchy with a variety of semi-democratic or oligarchic methods of electing new officers, while the latter are found to operate under the principle of free elections of capable members to the positions of president, vice-president, secretary, and treasurer, who in turn appoint a board consisting of station manager, program director, technical director, chief engineer, and various department heads. The number and names of executive officers and department heads vary with individual stations, but in each station is to be found positions comparable to those of commercial station managers and program directors who serve in executive capacities. However, in all cases final executive authority on matters of policy and the like is to be found vested in the executive board or council, meeting as a group. Time of election of new officers was found to vary with each station according to the general extra-curricular organizational set up within a particular college and also the past experience of the individual station in changing commanding officers. On the whole, station organization seems to have developed along the same general lines within each station with variations to meet special individual needs and responsibilities.

From this discussion of general organization and hierarchy arose the question of competition or selection for positions within the station's organization. Most stations make their selection of executive board members and department heads on the basis of general ability along certain lines as well as an individual's personal capabilities in personality and the like for filling a certain position. Some stations, however, operate on a principle of competition in selecting board members and other officials. This competition consists of all eligible personnel being assigned certain definite tasks in specified areas with an eye towards a definite position or positions. Each eligible person is given the opportunity to try out insofar as he is able, regardless of any particular choice he may have. Thus every aspirant for every position competes against every aspirant for every other position. Of course, there may be any number of exceptions to this rule depending upon the individual station and the people involved. At the end of this competition period, each competitor's performance is reviewed by the outgoing executive board and on this basis along with considerations of an individual's choice of positions, selection or nomination for a definite position is made. Further information about this particular method may be obtained from WAMF, Amherst College.

The next problem to come under discussion was that of getting and training new personnel. First comes the job of interesting new people in the station. The time of year for admitting undergraduates







to a training program differs between colleges, depending upon college rules concerning extra-curricular rules for freshmen. In those colleges in which freshmen are eligible to enter a training program in the radio station at any time they are usually all informed of this immediately upon their arrival on campus by means of postcards, posters, or the radio itself. Some stations contact freshmen during the summer preceding their enrollment. Perhaps one of the most interesting methods of getting freshmen interested in the college radio station is that employed by WLFJ at Lowell Tech where various station members walk into freshman rooms, turn on the radios, and tune in the station which at that time is airing its programs right at the fresh. In other stations that are forced to wait because of college regulations or because they prefer to, programs especially made up to attract the interest of the freshmen as well as to help them out in their first few weeks at the school are to be found. On opening their training period later in the year, these stations usually give talks or run displays with other campus organizations at open meetings, later calling special meetings for all those interested in the radio station in particular. One problem arising here is that of competing with other campus organizations for the best personnel from the freshman class. This problem is met and overcome in different ways on different campuses. High and low pressure methods, bribery, cut-throat operations, compromise and even co-operation may be instrumental in getting new personnel. This depends on the college involved.

As for the training of new personnel there seem to be two main processes with numerous variations. One method in common use is that of a general training program in which all heelers, competitors, flunkies, or whatever you wish to call them are subjected to the same training, regardless of interest. Under this set up all must put in a certain number of hours per day, week, or healing period, doing a variety of odd jobs and picking up a wide scope of knowledge about the station's operations. Upon completion of this general training period, the heeler may be selected for station membership, and then go on to do further work in a particular department or departments. The chief advantage in this method is that each member learns a little bit about each aspect of the station. For further specific information about this training procedure, contact WYBC at Yale.

The second major method of training personnel discussed is one which may be termed specialization. At the first meeting of competitors they are asked to choose no more than two departments within the station in which to train. After preliminary voice tests and instruction in hand signals and other standard operating procedures, competitors are assigned to the heads of the departments of their choice for training assignments. Scheduling and overall co-ordination between departmental training programs are handled by a scheduling director or a head of competitors. In some stations throughout this training period a spirit of intense competition is maintained to both stimulate greater interest and to weed out



As a training program, it is designed to provide a comprehensive understanding of the various aspects of the business environment. The program is structured to cover a wide range of topics, including financial management, marketing, and human resources. The first module focuses on the fundamentals of business, while the subsequent modules delve into more specialized areas. The program is designed to be flexible, allowing participants to tailor their learning experience to their specific needs. The curriculum is updated regularly to reflect the latest trends and developments in the business world. The program is delivered through a combination of classroom instruction and self-paced learning modules. The final assessment evaluates the participant's understanding of the key concepts and their ability to apply them in a practical context. The program is suitable for individuals seeking to enhance their business knowledge and skills, whether they are currently employed or looking to enter the workforce.

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poor material. Under this system, there is not only specialized departmental training given to the competitors but also a variety of projects and odd jobs that give a wider knowledge of station operations and policy. Full details on this system may be obtained from WAMF at Amherst.

In the subsequent and final discussion that followed on the general status of the radio station on the college campus, it was found that in almost every case the radio station maintains a position of major importance and responsibility in extra-curricular activities. In some cases it acts with a great deal of support from the college administration, while in others the station may operate in spite of the administration. The position of the station on the college campus has grown from one of an activity mainly for "bugs" on electronic equipment to one which gives training in all dimensions of commercial radio broadcasting while providing both entertainment and educational value for the entire college community.





## NOTES ON NETWORK DISCUSSION OF CONFERENCE

Moderator and Keynoter:

Greg Dawson WYBC, Yale and the Ivy Network

*Greg Dawson*

Mr. Dawson opened with a brief description of the Ivy Network which he described as a "successful operation." Harvard, Yale, Cornell, Princeton, Pennsylvania, and Dartmouth are members of this group whose chief aims are: (1) to obtain national advertising income jointly; (2) the exchange of ideas, programming, etc. The network office is located in New Haven. It started large scale operations in 1950 and today its activities include 1) promotion of the network and publicity 2) the sale of national advertising 3) work by each individual station on a particular station problem (programming, advertising, technical, etc.) with the hope that a compiled book about the network operation will eventually be printed.

Problems of network broadcasting were outlined briefly as:

- 1) Standardization of programs
- 2) Merchandizing of sponsors' products-- which is a way of obtaining more advertising, e.g. putting posters in store windows or on campus concerning sponsors' products. Lucky Strike posters are a good example of this.
- 3) communication between stations
- 4) surveys and polls which also help advertising

Suggested for discussion were such problems as:

- 1) College radio limitations
- 2) purposes of college radio
- 3) What is college radio?
- 4) demand for individualism of each station
- 5) feeling from within each station as a stimulating drive to do bigger and better things
- 6) value of college radio for members and audience

The floor was thrown open for discussion:

- Lowell Tech-- possibility of continuous 24 hour operation through the use of 8 hour tapes
- Smith -- possibility of circulation of best tapes of key shows among various other stations
- Yale-- Piped in music through restaurant service used from 9 A.M. to 1:15 P.M. since Yale prohibits students from working at the station in the morning
- Lowell--- Possibility of "lifting" programs from F.M. stations with their permission by the use of "Multiplex"
- Ivy Network-- each station does a one hour show sent to all other stations
- Lowell --- Tapes from various stations could be sent to some central point where an eight hour tape could be made. Communications problem might be solved by the use of ham radio league which reached all cities
- Yale-- We don't have any ham radio at Yale
- Amherst-- Suggestion that election network that we used with telephone lines could be used for other shows. This was generally agreed to be a good idea.



Submitted to the Board of Directors  
May 1900  
By the Secretary

The Board of Directors has received a report from the Secretary of the work done during the year 1900. The report is divided into two parts: a general statement of the work done and a detailed statement of the work done in each of the departments. The general statement shows that the work has been done in accordance with the plan adopted at the meeting of the Board of Directors in 1899. The detailed statement shows that the work has been done in accordance with the plan adopted at the meeting of the Board of Directors in 1899.

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Yale-- Cost of selling network shows have prohibited it up to now

Williams-- You could add more stations to a line and thus reduce the average costs per station

Yale-- Billing system in Ivy Networks each station that uses a shoe sends an affidavit to the network office which sends a joint affidavit to the advertising agency. The agency then pays the network office which in turn sends a check to the individual stations. Works smoothly, efficiently, and rapidly.

Tale-- No problem of "too much advertising". Problem of "objectionable advertising" is rare although must always be on the lookout for it.

Dewell-- Programs of outstanding personalities of school

Brown-- Columbia has a series of outstanding speakers. Brown has a series of outstanding speakers which they are willing to share with any other sections that will send them an empty tape.

Tale-- Stations of various colleges are always willing to help each other in arranging for such things as game broadcasts, etc.

Unfortunately, at this point the discussion was forced to end as the allotted time ran out.





## PANEL ON PROGRAMMING

Moderator:  
Burt Griffin, WAMF, Amherst

Keynote:  
David Levi, WERS Harvard

Mr. Levi began the discussion with speculation on whether or not a station should have a general "program policy." He brought out that this was a very important question since it determines for the listener what he will hear and when. At Harvard, he went on to explain there, is such a policy. The major reasons for this were 1) commercial competition from Boston proper, 2) the nature of WERS's audience who use the station's classical music for a study background, and 3) people come to identify WERS as a "Classical Music" station.

This, of course, raises the problem of those people who in all want to be merely disc jockies as to speak for classical music. This is remedied to some extent by the taping of "live" music.

The Harvard policy is then based on block programming, on Harvard study habits, on the dinner time break, and on the reading of the Library.

7 This policy is kept flexible enough, however, so as to allow the broadcasting of other events of general interest such as sporting events. These, nevertheless, are kept at a distance so that the station will not lose its identity as a "Classical Music" station. WERS maintains a high quality of program personnel to go along with this policy and thereby also keeps its prestige high.

In conclusion, Mr. Levi stated that his station adopted this policy because it fitted the circumstances at Harvard. In other cases, such a policy might not be called for, and thus, each station must decide for itself just what the circumstances call for.

A discussion period followed:

Yale-- The 10:30 to 11:00 spot is reserved for features on different nights. People aren't studying but apparently use this period for relaxing. How many hours a day do you (Harvard) spend on classical music?

Harvard-- About eight and a half

Yale-- Do you limit your sponsors?

Harvard-- We don't sell the shows, we sell the breaks.

Amherst-- What's the set-up at Yale?

Yale-- Program policy features news reports on lectures, college singing groups, etc. We also have listeners request classical music.

Dartmouth-- How about the problem of college level?

Harvard-- WERS staff is in direct competition with the Princeton. They need personnel to dig up the stories; we have. Director and the shows were recommended as sponsors.

Dartmouth-- How do you combat the prestige of the college daily?

Harvard-- Do the story right; they won't accept notices. There is no editorializing. To try to keep the news. Do you use the 10:30 to 11:00 slot for news?

Amherst-- Five minutes before each hour, and one fifteen minute cast with news and sports from the ticker. No school or Connecticut news.

Yale-- Use the football prophet and outside commentators.

Harvard-- We have a professor commenting on the news.





At 10:00 P.M. we have fifteen minutes on *Newsweek*,  
*The Nation* and *The World*. We also have features  
 on Science and Books. We are professors for this but  
 we have to be careful in picking the right one.  
 We have Sunday Edition, a summary of the week's events,  
 and commentary shows from the UP ticker.  
 What about Sports?  
 We have special features depending on the season  
 along with regular ticker shows. We do all the  
 football games.  
 Who pays?  
 20% of all the games are bought by local sponsors.  
 We lack the money, time and personnel to do all,  
 but we do home games.. not many remotes.  
 How about special programs?  
 Blind date show..tape the gals, and the guys choose  
 them by number.  
 We have special news and sports shows. We also have  
 special shows for the fresh. We try to relate courses  
 and programs.  
 We find much competition with phonographs in the frats.  
 To help overcome this we have tried to raise interest  
 in our programs through such devices as interfraternity  
 quizzes and song contests. We also have a drama  
 workshop with Bonnington.  
 We have special Saturday night programs aimed at the  
 freshmen.  
 On Saturday nights we have continuous dance music.  
 We try interviews with major personalities when possible.  
 How about publicity and public relations?  
 posters in local stores.  
 We have a kiddie show, a take off based on college life.  
 We find we must cater to on campus listeners. A  
 faculty DJ show and a "Composer's Alley" for talent  
 laden students helps.  
 Remotes, on the spot programs, as fresh shows are used  
 to snow them-- "we are there" technique . Also use  
 gifts from local merchants.  
 Runs a riot for the fresh.  
 Gives away ash trays as freshmen finish registering.  
 Also have party with the Rheingold girls .  
 Advertising done via the blotter concession.  
 Install a coke machine, and people drop in.  
 Sends a newsletter to everyone,  
 Prints up basic program schedule and distributes.  
 Uses quiz idea to get interest.  
 Musical quiz with Lucky Strikes as prizes  
 Local merchant supplies free gas for ads  
 How do you build a Town audience?  
 Cater to the town. You have to make money from town.  
 We do not aim at the faculty  
 To present dinner music for the town. We also have  
 Saturday night request show.

At this point the time allotted for the panel expired.





## PAVEL ON TECHNICAL PROBLEMS

Moderator:

Paul Penfield Jr., WATF, Amherst

After a few opening remarks by Mr. Penfield, the floor was thrown open for discussion.

The problem of coverage was first discussed. Each station explained its own set-up and commented upon it. The discussions

- Amherst-- Uses carrier current. 35 watt transmitter coupled to one of four primary power circuits in the town of Amherst, leaving loopholes in coverage, missing many of the fraternity houses. Planning to couple another transmitter into one of the other primaries.
- Lowell-- Carrier current, coupled to secondary power circuit. Covers two dorms and school buildings.
- Rhode Is.-- Multiple transmitter set-up. Not too successful.
- Maine-- Carrier current. 25 watt transmitter coupled to secondary circuit; covers women's dorms but this was not enough. Planning to add another transmitter to cover the north end of the campus.
- Dartmouth-- Carrier current, coupled to primary power lines in used.
- U. of Mass.-- FM, licensed, educational station. Coverage is all in the dorms. No trouble with the FCC, but doesn't cover the whole campus with AM.

This outline having been presented, the discussion proceeded to the problems involved in obtaining good coverage. It was pointed out that radiating from an antenna around the last condition. This, however, exceeds the radiation limits imposed by the FCC on educational broadcasting, as outlined under part 15 of the regulations of the FCC. Stations have adopted carrier current, with an allowed radiation according to part 15 of 157/frequency. In fact, the radiation at this point not to exceed 15 microvolts/meter.

FM, as adopted by the U. of Mass. was discussed as a possible solution. Licensed by the FCC as educational; personnel need license to switch transmitter on and off (license-restricted 3rd class). This can be received merely by writing and asking for it. The University, however, requires a regular 3rd class license of all persons operating the board. A 3rd class FM station must have 2nd class license holder on call at all times. The educational FM is non-commercial. Lack of definition of "educational" has led to difficulties.

It was now brought up that FM stations were required to go off the air during coastal alerts. Penfield asked that all stations, and especially college stations on 840 should go off. The question now was -- how does one know when to go off? The answer may be earlier some big station such as WXS or WUC. This can be done with a special monitor device to register some warning when a station such as one of these is able; it is turned in-advance its partner. Still required





to send in reports of its monitoring. An FCC manual is available with all the information about what is required of stations.

Discussion on this topic was terminated. Penfield asked if the stations represented would care to comment on any special equipment or set ups they had that they found particularly useful. All found extensive use for remote amplifiers. RCA and Collins were praised highly. The question was raised as to the advantages of a battery pack for one of these amplifiers. It was pointed out that many times broadcasts had to be made from places in which power was not readily available, e.g., Inshore having to string 1000 ft. of line to broadcast the Inshore Harvard baseball game. It was asked if all the stations operated with equipment built by themselves. Most did not, using standard equipment. Second hand equipment may be found for sale in Broadcasting Broadcasting magazine, while schematics may be obtained from Deven, RCA, Gates, and others, along with general information as to what facilities should be incorporated into a board built by a village station, or other pieces of equipment. In the field of remote broadcasting, it was pointed out that Class B telephone lines, where a line amplifier is needed, uses a one way amp that makes talkback along the line possible. A question was raised about a phantom circuit, which allows conversation with the studio from a remote broadcast in addition to the program being sent, all over the same pair of wires. It consists of two centered tapped repeat coils one at each end of the line. Any signal applied between the the center tap and ground at one end will appear at the same place at the other end of the line without interfering with the signal being applied to the line.

Concerning standby equipment, some stations have found it handy to have secondary control boards, say for a big studio, able to be converted either with a switch or patch cords into the equivalent of a master control room, sending their signal directly to the transmitter. This is also found helpful for allowing the master control to be used for rehearsals of programs. The plug in amplifier and preamp have been generally found to be the most efficient, allowing for easy servicing and quick replacement in the event of failure.

The response of audio equipment was the next topic discussed. The FCC standards were quoted: for FM 15-1500 cps  $\pm 1$ , for AM 50-10,000 cps  $\pm 2$ . Inshore was asked how they wound the coils to maintain the proper transmitter band width. Penfield replied that the coil was in small radius coils utilizing large wire.

The meeting was brought to a close with a discussion about a letter to be sent to the FCC concerning village radio stations and the limitations placed on them by the FCC. The main point was to let them know what we are interested in what they are doing, and that we want some recognition of our existence. A copy of the letter will be sent to all stations involved before being released, for their additions and/or general approval.





**Moderator:**

Tom Jenkins, TAMU Amherst

**Keynoter:**

Pat Widmer, WFTU, Trinity

The following is an outline of the major trends of the business discussion, along with suggestions and general comments, in the order in which each occurred:

**Remarks by Mr. Widmer:**

**I. College Radio Corporation**

1. some sort of national affiliation is needed

**II. What Trinity does for advertisers**

1. keeps them happy by sending them advertising copy
2. tries to keep in close contact with them
3. find that results depend on the quality of announcing and programming

**III. Trinity Business set-up**

1. departments are independent
2. each receives fixed allotments of station's income

**IV. National Advertising (open discussion)**

1. relation between College radio stat Corporation and Intercollegiate Broadcasting System
  - a. IBS feels they can reduce operation costs through "blanket network option."
  - b. when national advertising gets more abundant the control of such advertising would get out of the control of the individual station
  - c. The I.B.S. agent said that there was no danger of IBS interfering with programming. They are not a corporation, but a board dependent upon the individual stations
  - d. closer attendance to regional meetings gives members more control
  - e. possible solution: leave certain hours of the day under optional advertising time. Present this option to the local advertiser, so that national advertiser wants a certain time, the local sponsor can be moved satisfactorily
2. merchandising of sponsored products and their promotion was discussed

**Trinity—**

- a. we are interested primarily in programming
- b. unfortunately advertising is a necessity
- c. therefore, we, like national networks, must promote merchandise
- d. a compromise is necessary

**V. Problems of Local Advertising**

1. competition with other campus organizations
2. keep sponsors satisfied
  - a. provide advertiser with tape
  - b. publicize and promote products and programs with sponsor's name attached
  - c. get people into store through quiz programs
2. at the same time, do not be afraid to approach big concerns

**VI. Records**

1. Sam Goody pays for advertising in records per month
2. record companies have discount agreements





VII. Problem of increasing advertising and inadequate coverage

1. work through school
2. apply for national advertising
3. go after small enterprises
4. run movies
5. seek discounts in expanding on equipment and such

At this time the discussion was terminated as the allotted time expired.



VII. Review of the existing situation  
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The following is a list of those schools and personnel which registered for the conference:

WAMF-Amherst

Paul Penfield Jr.  
George Kidder  
Charles Morgan  
Larry Young  
Matthew Budd  
Arthur Rosenberg  
Jeffrey Kalil  
David R. Goldberg  
Robert Hodgen  
Jay Jacobsen  
Burt Griffin  
Michael Aronchick  
David Schwartz  
Robert Henderson  
Lee Miller  
Richard Gans  
Tom Jenkins  
Allan Damon  
William Salot  
Donald Buebendorf

WDBS-Dartmouth

Joseph Giden  
Peter Robinson  
Peter Roos

WHRB-Harvard

David Levi

Lowell Textile Institute-WITI

Edward Bonacci  
J.A. Sherman  
Maureen Sullivan  
Charles Durant  
Elaine Kenny  
Allen Marcus  
Walter Schubert  
George Krause  
Colin MacGregor  
Robert Alrod  
A. Weiser  
Arnold Freeman  
Larry Hince

WORO-University of Maine

David Switzer  
John MacGregor  
Donald Freeman

WMAU-University of Massachusetts

Peregrine White  
Joseph Larson  
Edward White  
Betty Sweeny  
Robert Hartwell

WMHC-Mount Holyoke College

Lynn Davis  
Ann Meredith  
Nancy Wiggin

WHOE-University of Rhode Island

Walter Zadanoff  
James Norman  
Larry Higgins  
Paul Nordquist  
Jerry Jacobs  
Judy Auerbach  
Rae Hodges

WCSR-Smith College

Saby Davis  
Boo Barbour  
Nikki Ernstoff  
Gail Ward  
Al Thompson  
Roe Herty  
Anne Williston  
Bea Kelly  
Lois Lehrman  
Dottie Coffman

WRTC-Trinity College

Thomas Bolger  
Pete Widmer

WESU-Wesleyan University

Richard Gillis  
Larry Stanford  
Hoyt Chapin  
Herbert Zornow  
Jay Wylie  
Jackson Goodhue

WMS-Williams College

John Loomis  
Jack Pratt  
John Gosselin

WYBC-Yale

William Usher  
Charles Krause  
Mark Finston  
James Boersch  
Gregory Dawson (Ivy Network)  
Ted Calleton (Ivy Network)  
Ted Putney



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